

# Language Mastery Inventory as a Basis for Instructional Design and Remediation

**Renante A. Egcas<sup>a</sup>, Genebelle E. Oniego<sup>b</sup>**, <sup>a</sup>Northern Negros State College of Science and Technology, Negros Occidental, Philippines, <sup>b</sup>Department of Education, Cadiz City Division, Negros Occidental, Philippines, Email: [raegcas@gmail.com](mailto:raegcas@gmail.com), [genebelle.oniego@deped.gov.ph](mailto:genebelle.oniego@deped.gov.ph)

English is the language of globalization. It is a potent tool for operating in most fields, countries and populations. Countries in different regions of the globe have varying claims in terms of the level of English proficiency and strategies in achieving such a level. Hence, this study aims to determine the most and least mastered areas in English grammar of Grade VI pupils as a reference for enhancing language instruction and designing modules and other support instructional materials for improved outcomes. The research respondents were 348 Grade VI pupils of DepEd Division of Cadiz City, Negros Occidental, Philippines. This is a descriptive research which uses a researcher-made test instrument to determine the respondents' test performance and mastery level in English grammar. The researcher utilized the test score mean to describe the performance and mastery level of the respondents. The results revealed that respondents have low to average test performance in all 7 areas of grammar tested including modal, verb, pronoun, preposition, noun, adjective and adverb. It eventually showed that these areas were less mastered. The findings further revealed that there was a significant difference in the level of performance and mastery in grammar between male and female respondents. Henceforth, it may be recommended that English teachers strengthen the teaching of grammar in elementary schools. They may focus more on the least mastered areas or where pupils find difficulties. The developed modules may be used as supplementary materials for remedial teaching-learning activities.

**Key words:** *English grammar, language skills, mastery level.*



## Introduction

English is the language of globalization. It is a potent tool for operating in most fields and for most countries and people of the world. The 2018 EF English Proficiency Index ranked many countries in Europe as the highest in English proficiency level and most countries in the Middle East as lowest (The world's, 2018).

The Philippines is known worldwide as one of the largest English-speaking countries with the mainstream of its population having at least a high degree of fluency in the language. More or less 14 million Filipinos speak English, which has been one of the country's official languages. It is the primary medium of instruction in education and the language of commerce and law.

English proficiency is also the country's competitive edge which has assisted the economy when it made the Philippines the top outsourcing hub in the globe. In fact, many foreign learners sought after the quality English as a Second Language (ESL) programs offered by Filipinos (Cabigon, 2015).

As cited by the British Council (2018), even if the Philippines is doing well in terms of English competency, there is a pressing concern on how to maintain and level up this competitive advantage.

More recently, results of tests, surveys and research studies have confronted Filipinos with realities about English proficiency. As articulated by Tan (2018) of Hopkins International Partners, Inc., some of these facts are quite alarming including but not limited to the following: 1) the English proficiency level of college graduates in the Philippines is lower than the target proficiency set for high school students in Thailand and that of the competency requirement for taxi drivers in Dubai; 2) the average TOEIC (Test of English for International Communication) proficiency score of a Filipino college graduate was 631.4, while the Dubai cab drivers were projected to have a TOEIC score of 650 and the business process outsourcing (BPO) agents to have 850; 3) based on the Common European Framework of Reference of Languages, A1 represented basic users and C2 meant proficient users, the level of Filipino college graduates was at B1; 4) deficient communication skills are the number one reason why Filipino graduates are not being hired for jobs (Morillo, 2018).

Another disturbing irony was that graduates of Bachelor of Science in Education (BSEd) majoring in English from private and state Universities and Colleges, who participated in the research scored between Grade 2 and Grade 5 English proficiency (Morillo, 2018). One thing is clear – the country would lose its competitive advantage in English proficiency if nothing dramatic is undertaken to regain its achievement. According to the English Proficiency Index



of Education First (2018), the Philippines ranks No. 15, lower than its neighbours Singapore at No. 5 and Malaysia at No. 13 (Valderama, 2018). The results of many studies showed that the English proficiency advantage of the Philippines is at risk as countries like Singapore and Thailand continue to improve their citizens' language skills (Morallo, 2018).

Interestingly, studies and personal experiences of employers found that the language problem of Filipino graduates and job-seekers is not the content but basic English grammar (Valderama, 2018).

Grammar, in a general sense, is defined as the area of knowledge that includes the body of the rules and regulations that governs the use of a language (Başöz and Aydin, 2019). Mastering grammar is an important means to help learners succeed in learning a second or foreign language.

Historically, grammar and language structure were important parts of training in the study of the English language. However, in recent decades, English grammar teaching has been progressively less highlighted in English speaking countries, as more emphasis has been placed on spontaneity and creativity, rather than on correctness of form (Hudson and Walmsley, 2005).

This study is based on the precepts that grammatical competence in the context of learning a foreign language is a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms, and to perform language testing tasks (Millrood, 2014).

One of the inherent problems in imparting knowledge about language proficiency, particularly grammar, is that teachers have been increasingly poorly prepared for this task over the last 50 years (Hudson and Walmsley, 2005). As teachers have not been well prepared for the teaching of grammar in their teacher education courses for such a long period of time, the concept of grammar teaching has become a challenge in many non-English speaking countries (Mueller and Grant, 2011).

However, what is more important is that teachers should have a high level of awareness of grammatical mistakes that learners make in their communication. Specifically, teachers should be aware of these types of mistakes (Başöz and Aydin, 2019).

Hence, a language mastery inventory is helpful to raise the teachers' level of awareness and acquire well-established actions to improve language instruction.



Improving language instruction must be a collaborative agenda by the country's education and training sectors. Hence, while the Commission on Higher Education (CHED) has been reviewing and improving the tertiary level curriculum, to address the problem of declining English proficiency of college graduates, the Department of Education (DepEd) which is responsible for basic education has to complete strategic remediation while children are still in their formative stage. It is within this context that researchers were motivated to undertake this study.

### **Study Objectives**

The main purpose of this study was to determine the most and least mastered areas in English grammar, particularly the parts of speech, as inventory and as reference for improving instruction and developing and using modules for remediation.

Specifically, the study determined the level of test performance of Grade VI pupils in grammar including modal, verb, pronoun, preposition, noun, adjective, and adverb. Further, the study determined the significant difference in the level of test performance and mastery of male and female respondents in each grammar area (parts of speech).

### **Materials and Methods**

The researchers used descriptive method of research which is the most appropriate because the study involved the determination of the most and least proficient areas in grammar and the description of the level of test performance in grammar for Grade VI pupils.

### ***Study Respondents***

Study respondents of the study were 348 Grade VI pupils in the Division of Cadiz City, Negros Occidental, Philippines, during the school year 2018-2019. They were from randomly selected public elementary schools in the division. The researchers used sampling by each school. The sample size was computed using Slovin's formula. The proportionality constant was determined and multiplied by the total number of elementary schools, thus, coming up with 5 sample schools. Since 5 schools were randomly selected, all Grade VI pupils in these schools became study respondents.

### ***Research Instrument***

To determine the level of test performance in grammar of the Grade VI pupils, the researcher developed a test instrument. After thorough validation, the test instrument consisted of 6 items on modal, 7 on verb, 14 on pronoun, 6 on preposition, 6 on noun, 5 on adjective, and 16

on adverb. The test was in multiple-choice form with four alternatives for respondents to choose from. The development of the test followed certain phases such as 1) planning; 2) preparing the test items; 3) trying out test items; 4) evaluating the instrument.

**Planning the Test.** In the planning stage, the following rules by Stanley and Hopkins were observed: a) adequate provisions should be made for evaluating all the important outcomes of the instructions; b) the test should reflect the appropriate proportion of emphasis in the course c) the nature of the test should reflect the conditions under which it would be administered (Hopkins et al., 1990).

**Setting-Up Behavioural Objectives.** For this study, the researchers took into account the following objectives: 1) to measure the Grade VI pupils' level of performance in grammar; 2) diagnose and determine the Grade VI pupils' most and least mastered skills in grammar.

**Constructing Table of Specification.** A one-way grid table of specifications was used by the researcher. The content areas, number of test items, item placement, and the percentage of each item composed the one-way grid table of specification. Test items were distributed to the grammar areas included in the test.

### *Preparing the Test Items*

The multiple-choice format was selected based on its advantages such as: a) its ability to provide for adequate sampling; b) its ability to provide for good item pool; c) the relative ease in the test administrations; d) the economy of time in scoring; and e) the reliability of scoring.

**Writing the Test Items.** This stage was devoted to the construction of individual items based on the one-way grid table of specifications. In framing items for the areas, the researchers benchmarked from different English grammar books and other related references. Informal consultations took place with Grade VI English teachers focusing on questions regarding content and degree of difficulty. The researchers came up with 120 items with 4 options which is double of the target 60 items. In order to write appropriate multiple-choice questions, the researcher followed certain guidelines. .

**Test item Editing** The researchers undertook editing of the prepared test items so that they might be able to see some flaws. Other English teachers who have expertise in test construction also completed editing of test items.

### ***Test Evaluation***

In the test evaluation , 78 Grade VI pupils of one elementary school were create evaluation respondents. The respondents were informed that they are not under any time pressure.

**Item Analysis.** After scoring the test papers, each item was evaluated by scaling the item difficulty, assessing the discriminating capacity of each item and the effectiveness of each alternative. Item difficulty and item discrimination are often used as criteria for the selection and refinement of test items. The item analysis of the test followed the Upper-Lower Index Method. After the item analysis, the following table of equivalence was used in interpreting the difficulty index: 0.00-0.20 = Very Difficult; 0.21-0.80 = Moderately Difficult; and 0.81-1.00 = Very Easy.

The item's discriminating capacity in a test refers to the degree to which it discriminates between pupils with high and low achievements. The result of the discriminating capacity was compared to the following: + .21 to 1.0 Good items; + .20 to -1.0 Poor items.

**Test Evaluation .** After the final form was administered and scored, the researcher proceeded to the evaluation of the instruments by determining the validity and reliability of the instrument.

**Validity.** In constructing this test, the researcher based the test items from the DepEd's standard competencies, teacher's guide, textbooks and manuals. This study employed expert validation. Three experts in the field of English evaluated each of the test items . They examined whether items reflect what the test intends to measure. The expert validation showed that the grammar test is valid to a very great extent with a mean of 4.52.

**Reliability.** The reliability of the test was determined using Kuder-Richardson Formula 21. The test reliability obtained was 0.72. This showed that the developed test items are reliable to a high degree.

### ***Data Gathering Procedure***

The researchers secured permission from the School's Division Superintendent and Ethics Committee to conduct the study. The relevant officials did not require informed consent by individual respondents nor their parents. Neither confidentiality agreement was affected. The researchers and the school officials had an understanding that the data collected was purely for the purpose of research which aimed to improve instruction.

After the permit was granted, the researchers administered the test instrument to the Grade VI students of the five randomly selected schools in the Cadiz City Division. The conduct and retrieval of the research instruments lasted for a week. The retrieved data was tallied, tabulated, analysed, and interpreted according to the specific problem and hypothesis set forth in this investigation.

### ***Statistical Analysis of Data***

To describe the performance in grammar of the Grade VI pupils, the scale of scores and their interpretation below were used.

For a 5-item test, the following scale and its interpretation was used: 4.01-5.00 Very High, 3.01-4.00 High, 2.01-3.00 Average, 1.01-2.00 Low and 0.00-1.00 Very Low.

For a 6-item test, the following scale and its interpretation was used: 4.81-6.00 Very High, 3.61-4.80 High, 2.41-3.60 Average, 1.21-2.40 Low, and 0.00-1.20 Very Low.

For a 7-item test, the following scale and its interpretation was used: 5.61-7.00 Very High, 4.21-5.60 High, 2.81-4.20 Average, 1.41-2.80 Low and 0.00-1.40 Very Low.

For a 14-item test, the following scale and its interpretation was used: 11.21-14.00 Very High, 8.41-11.20 High, 5.61-8.40 Average, 2.81-5.60 Low and 0.00-2.80 Very Low.

For a 16-item test, the following scale and its interpretation was used: 12.81-16.00 Very High, 9.61-12.80 High, 6.41-9.60 Average, 3.21-6.40 Low and 0.00-3.20 Very Low.

For the total 60-item test, the following scale and its interpretation was used: 48.01-60.00 Very High, 36.01-48.00 High, 24.01-36.00 Average, 12.01-24.00 Low and 0.00-12.00 Very Low.

Furthermore, in terms of mastery level the following interpretation was used: Mastered (High to Very High), Less Mastered (Average) and Least Mastered (Low to Very Low)

## **Results and Discussion**

### ***Level of Test Performance in Grammar***

The primary concern of this study was to determine, the level of performance in grammar of the Grade VI pupils regarding 7 areas. This is presented in Table 1.

**Table 1:** Level of Test Performance in English Grammar of Grade VI Pupils as a whole and per area

Areas	No. of Items	Mean	SD	Interpretation
Modal	6	2.96	1.50	Average
Verb	7	3.60	1.87	Average
Pronoun	14	4.66	3.36	Low
Preposition	6	2.29	2.20	Low
Noun	6	3.29	2.07	Low
Adjective	5	2.79	2.53	Average
Adverb	16	5.81	3.68	Low
As a whole	60	25.2	8.89	Average

Table 1 shows that the level of test performance in grammar of the respondent Grade VI pupils when taken as a whole is average ( $M = 25.24$ ,  $SD = 8.89$ ). Specifically, they also scored average in modal ( $M = 2.96$ ,  $SD = 1.50$ ), verb ( $M = 3.60$ ,  $SD = 1.87$ ), and adjective ( $M = 2.97$ ,  $SD = 2.53$ ).

Results also reveal that students have some level of difficulty with pronoun, preposition, noun and adverb. This generally shows that the respondents have difficulties in grammar (parts of speech).

This finding is supported by a 2015 study . In this study concernin the analysis of weblogs' grammatical errors of Filipino learners of English as a second language, results showed that the most pervasive errors committed by the participants were pronouns, prepositions, verbs, along with other grammar areas such as tense, subject-verb agreement, morphology and articles (Mabuan, R. (2015).

Moreover, this is also related to the result of a study on EFL learners' perceptions of grammatical difficulty regardig second language proficiency, performance and knowledge. The study revealed that learners' perceptions of grammatical difficulty were influenced by several factors including their second language (L2) knowledge, L2 grammar learning experience, and first language (L1) knowledge, all of which should be examined with reference to syntactic, semantic, and/or pragmatic levels. It also stated that learners' perceptions of grammatical difficulty vary according to the learners' implicit and explicit knowledge of the features in question. At the explicit knowledge level, the feature perceived to be less difficult to learn is used more accurately, while this is not the case at the implicit knowledge level (Shiu, L. J. (2011).

The present findings imply that there is a need to strengthen the teaching of grammar in elementary schools, as such, it should be given more emphasis and integrated in all subject areas in the elementary curriculum. This might also have pedagogical implications to

teachers, instructional designers, textbook writers, and curriculum developers so that instructional innovation or remediation are offered based on these results.

### ***Mastered and Least Mastered Areas***

The second major concern of this study was to determine the most and least mastered areas in the grammatical knowledge of grade six pupils which is presented in Table 2:

**Table 2:** English Grammar Mastery of Grade VI Pupils as a Whole and per Area

Areas	No. of Items	Mean	SD	Interpretation
Modal	6	2.96	1.50	Less Mastered
Verb	7	3.60	1.87	Less Mastered
Pronoun	14	4.66	3.36	Least Mastered
Preposition	6	2.29	2.20	Least Mastered
Noun	6	3.29	2.07	Least Mastered
Adjective	5	2.79	2.53	Less Mastered
Adverb	16	5.81	3.68	Least Mastered
As a whole	60	25.2	8.89	Less Mastered

Table 2 shows that not all grammatical were fully mastered by the responding Grade VI pupils. This is supported by their average (less mastered) and low (least mastered) performance in all 7 tested areas of grammar (parts of speech).

The result can be attributed to how grammar is taught to the respondents. The manner of facilitating and transferring learning has a direct effect on mastery of a certain subject matter.

A 2015 Thai study found many types of grammatical errors such as prepositions, tenses, word choices and commas in narrative essays written by Thai undergraduate students. It stated that the negative transfer of the students' first language was the main cause of the errors. EFL and ESL learners encounter difficulties when they have to write in English. The major sources of the errors are the negative transfer of learners' first language and their incomplete knowledge of the target language. Other causes, such as learners' carelessness cannot be overlooked (Kanyakorn et al., 2017; Rattanadilok Na Phuket and Othman, 2015).

The current findings imply that if the learning of English grammar is not properly facilitated by elementary teachers, then teachers in the secondary and tertiary level will encounter the same problems and difficulties in teaching English as a subject in those levels.

Along this line, the results call a great deal of attention to English teachers to look for some activities that will help learners develop mastery in the area of grammar.

**Table 3:** Grade VI Pupils Performance and Mastery in English Grammar according to Gender

Areas	Gender	No. of Items	Mean	SD	Performance	Mastery
Modals	Male	6	2.67	1.56	Average	Less Mastered
	Female		3.23	1.40	Average	Less Mastered
Verbs	Male	7	3.53	1.91	Average	Less Mastered
	Female		3.65	1.86	Average	Less Mastered
Pronouns	Male	14	4.61	3.19	Low	Least Mastered
	Female		4.72	3.50	Low	Least Mastered
Prepositions	Male	6	2.21	2.08	Low	Least Mastered
	Female		2.35	2.30	Low	Least Mastered
Nouns	Male	6	3.15	2.44	Average	Less Mastered
	Female		3.39	2.59	Average	Less Mastered
Adjectives	Male	5	2.70	2.11	Average	Less Mastered
	Female		2.86	2.04	Average	Less Mastered
Adverbs	Male	16	5.63	3.07	Low	Least Mastered
	Female		5.91	3.06	Low	Least Mastered
<b>As a whole</b>	<b>Male</b>	<b>60</b>	<b>23.27</b>	<b>8.24</b>	<b>Low</b>	<b>Least Mastered</b>
	<b>Female</b>		<b>26.94</b>	<b>9.12</b>	<b>Average</b>	<b>Less Mastered</b>

Table 3 reflects the level of performance and mastery in grammar of the respondent Grade VI pupils when grouped according to gender. As shown in this table, the level of performance in grammar of male respondents is low ( $M=23.27$ ,  $SD=8.24$ ) and that of female respondents is average ( $M=26.94$ ,  $SD=9.12$ ). However, when areas of grammar were considered individually, the level of performance of male and female pupils is average in modal, verb, noun and adjective while low in pronoun, preposition, and adjective.

An investigation on the grammatical difficulties encountered by learners in the context of Myanmar discovered that the participants find most difficulty in identifying plural -s errors though they find it harder to correct progressive aspect -ing errors and they find least difficulty in identifying and correcting past tense -ed errors. The learners find difficulty with plural -s since plural suffixes are not used when the noun is preceded by a number or a quantifier in Myanmar.

They also find difficulty with third-person singular -s because there is no grammatical system of third-person singular -s in Myanmar. Pupils find difficulty with progressive aspect -ing because they seem to confuse progressive aspect and simple present tense. They find the least difficulty with past tense -ed which may be due to the positive first language transfer because there is a past tense morpheme in Myanmar, just as in English.

Grammar is an important aspect that should be mastered in order to create well-structured writing or communicating. However, writing in a different language is not always as easy as writing in one's own since there are different language rules and these differences sometimes translate to errors (Kyaw San and Thanda, 2016).

The same context of difficulty is shared by the respondents of this present study. This may be attributed to the complexities of 'Hiligaynon' as a first language of the respondents. The dialect does not observe certain rules in grammar that is equivalent in English.

The result presented in table 3 is indicative of the fact that English teachers should look for some enhancement programs and activities which would help improve pupils' level of performance in grammar. This is alarming concerning the next level of knowledge because pupils need to master higher degrees of difficulty as they go up the next level. Teachers should make special effort in dealing with grammatical issues.

**Table 4:** Significant Difference in Test Performance in English Grammar of Grade VI Pupils

Areas	Gender	No. of Items	Mean	SD	Df	t	p	Interpretation
Modals	Male	6	2.67	1.56				
	Female		3.23	1.40	348	-3.55	0.04	Significant
Verbs	Male	7	3.53	1.91				
	Female		3.65	1.86	348	-0.61	0.71	Not Significant
Pronouns	Male	14	4.61	3.19				
	Female		4.72	3.50	348	-0.30	0.15	Not Significant
Prepositions	Male	6	2.21	2.08				
	Female		2.35	2.30	348	-0.58	0.18	Not Significant
Nouns	Male	6	3.15	2.44				
	Female		3.39	2.59	348	-0.89	0.64	Not Significant
Adjectives	Male	5	2.70	2.11				
	Female		2.86	2.04	348	-0.69	0.71	Not Significant
Adverbs	Male	16	5.63	3.07				
	Female		5.91	3.06	348	-0.72	0.22	Not Significant
<b>As a whole</b>	<b>Male</b>	60	<b>23.27</b>	<b>8.24</b>				
	<b>Female</b>		<b>26.94</b>	<b>9.12</b>	348	<b>-3.93</b>	<b>0.03</b>	Significant

Table 4 shows that there is a significant difference in the level of performance and mastery in grammar of the respondent Grade VI pupils when grouped according to gender. This is supported by the obtained t-ratio of -3.93 at a probability value of 0.03. However, when areas were considered individually, results revealed that there is no significant difference in the level of performance of male and female respondents except on a modal level where



significant difference was observed as shown by the obtained t-ratio of 3.55 at a probability value of 0.04.

Results presented in this regard can be taken to mean that male and female Grade VI pupils differ significantly in the level of performance in grammar as a whole and in terms of modals. The level of performance favoured female respondents which means that females perform better than males. This is very true in some studies (Xiong, 2010; McCormick & Jacqueline, n.d.) whereby girls are claimed to be better than boys in grammar and communication skills.

In the study, 'A Comparative Study of Boys' and Girls' English Study Differences', results showed that learning in English is influenced by many factors which are directly or indirectly affecting students' English acquisition. This study cited motivational, ability and intellectual factors as the factors which have the most impact on students' English learning. Girls' internal motivation is stronger than boys' in foreign language learning and most of the girls aim at gaining English knowledge. The process of English learning itself can make them content and fundamentally they are not affected by external factors (Xiong, 2010).

Although the above mentioned factors are more related to psychological factors in relation to English learning, it is very clear that female internal motivation is stronger than male.

The results imply that there is an empirical basis for the stereotype that females are better in English or language learning while males are better in numeracy, however this hypothesis should be avoided in order to evade biases among teachers and students.

### **Conclusion and Recommendation**

The responding Grade VI pupils generally have poor performance in grammar especially in the use of nouns, pronouns, prepositions and adverbs. The respondents have less mastery of the grammatical areas tested. Male and female respondents differ significantly in the level of performance and mastery in English grammar where the latter perform better than the former. Thus, in facilitating teaching and learning English grammar, the motivational factors for male learners need particular focus by teachers especially in terms of context and strategies. The respondents' current language skill reflects the declining English language proficiency in the Philippines. Being aware of this problem while children are still in grade school is helpful so that intervention can already take place done before the problem becomes insurmountable.

Henceforth the recommendations include: 1) English teachers may improve the teaching of grammar; focusing more on areas where pupils encounter difficulties; 2) teachers and book



writers may develop supplementary materials in grammar starting from the grade level where grammar is introduced, to enhance learners' language mastery; 3) teachers may help their students overcome grammatical difficulties by providing them with engaging activities of learning reinforcement and letting them use these in their own framework, especially for male learners; 4) the module developed as the output for this study may be used as supplementary material for regular classroom activities and remedial classes; 5) a similar study may be conducted in other school divisions to compare findings with the present study; 6) similar studies may be conducted utilizing other variables not mentioned in the present study or employing other research methodology and instrumentation such as but not limited to qualitative study or use of an applicable standardized language proficiency test instrument.



## REFERENCES

- Başöz, T. & Aydin, S. (2019). An analysis of the grammatical mistakes made by advanced EFL writers. <https://www.researchgate.net/publication>.
- Cabigon, M. (2015). State of English in the Philippines: should we be concerned? <https://www.britishcouncil.ph/teach/state-english-philippines-should-we-be-concerned-2>, April 8, 2019.
- Hopkins, K.D., Stanley, J.C. and Hopkins, B.R. (1990). Educational and Psychological Measurement and Evaluation, 7<sup>th</sup> ed., Prentice-Hall, Englewood Cliffs, NJ
- Hudson, R. & Walmsley, J. (2005). The English patient: English grammar and teaching in the twentieth century. *Journal of Linguistics*, 41(3): 593-622.
- Kanyakorn, S., Jiraporn, L. & Rattaneekorn, P. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. *English Language Teaching*, 10 (3)
- Kyaw San, C. & Thanda S. (2016). Grammatical Difficulties with English Morphemes Encountered by Undergraduate. Students in the Context of Myanmar. <https://umoar.mu.edu.mm/bitstream>. April 10, 2019.
- Mabuan, R. (2015). An Analysis of Weblogs' Grammatical Errors of Filipino Learners of English as Second Language. Presented at the DLSU Research Congress, De La Salle University, Manila, Philippines, March 2-4, 2015.
- Millrood, R. (2014). Cognitive Models of Grammatical Competence of Students. *Procedia-Social and Behavioral Sciences*, 154: 259-262.
- Morallo, A. (2018). Filipino graduates' English skills lower than target for cab drivers in Dubai, study says. <https://www.philstar.com/headlines/2018/02/08>, April 8, 2019.
- Mueller, F., & Grant, E. (2011). Start the revolution with basics of English. <http://www.theaustralian.com.au/news/opinion/startthe-revolution-with-the-basics-of-English>. April 9, 2019
- Rattanadilok Na Phuket, P. & Othman, N. B. (2015). Understanding EFL students' errors in writing. *Journal of Education and Practice*, 6(32): 99-106
- Shiu, L. J. (2011). EFL learners' perceptions of grammatical difficulty in relation to second language proficiency, performance, and knowledge. [https://tspace.library.utoronto.ca/bitstream/1807/29869/1/Shiu\\_LiJu\\_201106\\_PhD\\_thesis.pdf](https://tspace.library.utoronto.ca/bitstream/1807/29869/1/Shiu_LiJu_201106_PhD_thesis.pdf) April 9, 2019
- The world's, (2018). The world's largest ranking of countries and regions by English skills. [www.ef.com](http://www.ef.com).
- Valderama, T. (2018). No more 'carabao' English, please. <https://www.manilatimes.net/no-carabao-english-please>. April 8, 2019.
- Xiong, X. (2010). A Comparative Study of Boys' and Girls' English. *Study Differences. Journal of Language Teaching and Research*, 1(3): 309-312, doi:10.4304/jltr.1.3.309-312.